

*Duration: 45 or 90 minutes*

## Standards:

### National Standards for FCS

8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

### CT Career and Technical Education Performance Standards

K.35 Describe and demonstrate the process for preparing eggs, grains, and batter products.

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## Description:

Grains are grown all over the world and are processed in a variety of ways before we eat them. One of the most widely used ways of consuming grains is through a porridge. Students will explore how different grains are produced and processed, making a variety of different porridges in this lesson.

## Objectives:

- Describe the ways that 3 grains (corn, rice, and oats) are grown and processed.
  - Explain and demonstrate the way that porridges are made.
  - Compare and evaluate different porridge recipes from across the world.
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## Vocabulary:

- Porridge- a food made by heating or boiling ground, crushed or chopped starchy plants, typically grain, in milk or water. It is often cooked or served with added flavorings such as sugar, honey or fruit
- Congee- a type of rice porridge or gruel eaten in Asian countries. It can be eaten plain, where it is typically served with side dishes, or it can be served with ingredients such as meat, fish, seasonings, and flavorings. Most often savory, but sometimes sweet
- Grits- a type of porridge made from boiled cornmeal. Hominy grits are a type of grits made from corn that has been treated with an alkali in a process called nixtamalization, with the pericarp removed. Grits are often served with flavorings as a breakfast dish
- Crop- a cultivated plant that is grown as food, especially a grain, fruit, or vegetable
- Harvest- the process or period of gathering in crops

## Materials:

- Stove or induction/hot plates
  - Saucepot
  - Whisk
  - Wooden spoon
  - Mixing bowl
  - Measuring utensils
  - Ingredients for recipes
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## Recipe:

- Rice: [Basic Chinese Congee Recipe](#)
  - Oats: [How to Make Oatmeal Recipe](#)
  - Corn: [How To Make True Southern-Style Grits](#)
  - Corn: [Champurrado \(Mexican Chocolate Drink\)](#)
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## Procedure:

1. Provide students with a few different examples of “multigrain” products, and ask them to identify the ingredients within each. Students will categorize each ingredient as a grain, something else, or something they aren’t sure of (which is ok!) This will frame the lesson on the grains being used to make different porridges in the lab today.
  - a. Examples:
    - i. [Multigrain infant cereal](#) (barley, oats, spelt wheat)
    - ii. [Granola bar](#) (oats, brown rice)
    - iii. [Bread](#) (Wheat, flax, barley, oats, rye, millet, amaranth, cornmeal, quinoa, etc)
  - b. After you’ve gone through a few examples of multigrain products, facilitate a discussion:
    - i. Were there ingredients you could not name, or weren’t sure of? Clarify if necessary.
    - ii. What did you notice about the ways the products represented grains?
    - iii. How do you think the grains were processed before they were used in these products? (Ground, baked, but also grown and harvested.)
2. Introduce that today we will utilize grains in a few different ways to make porridges.
3. Show [F1-3.06 Porridges Slides](#) to introduce the grains we are working with and how each is processed before we eat them.

4. Divide students into groups. Each group will make 1 of 4 porridges: congee, grits, oatmeal, or champurrado. After completion of each, students will fill out [☰ Porridge/Grain Tasting](#) notes.
5. While each dish is simmering and students have finished cleaning, students should use their time to watch the video that corresponds with the grain they used in their recipe and answer the question on exit ticket and reflection [☰ Lab Rubric/Reflection \(Student\)](#)
  - a. Videos for Reflection:
    - i. Oats: [See How Oats Get From Farm to Fork](#)
    - ii. Corn: [From Harvest to Grits](#)
    - iii. Corn: [How to Make MASA HARINA](#)
    - iv. Rice: [Remarkable Rice: How Does Rice Grow](#)

## Assessment(s):

- Formative assessment: students identify and analyze grains in multiple multigrain products.
- Summative assessment: Students make porridges and complete a [☰ Porridge/Grain Tasting](#) and [☰ Lab Rubric/Reflection \(Student\)](#)

## Resources:

- Grain examples:
  - [Multigrain infant cereal](#)
  - [Granola bar](#)
  - [Bread](#)
- [☑ F1-3.06 Porridges Slides](#)
- Rice: [Basic Chinese Congee Recipe](#)
- Oats: [How to Make Oatmeal Recipe](#)
- Corn: [How To Make True Southern-Style Grits](#)
- Corn: [Champurrado \(Mexican Chocolate Drink\)](#)
- [☰ Porridge/Grain Tasting](#)
- [☰ Lab Rubric/Reflection \(Student\)](#)
- Videos
  - [See How Oats Get From Farm to Fork](#)
  - [From Harvest to Grits](#)
  - [How to Make MASA HARINA](#)
  - [Remarkable Rice: How Does Rice Grow](#)

## Extensions:

- [11 Comforting Porridges from Around the World](#)
- Possibility of extending this into two class periods where students need to give a miniature presentation on the origin of the grain they used and how the recipe is produced.

- Further discussion of nixtamalization/bioavailability.